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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  3.1.1 Classify two- and three-dimensional geometric figures based on their properties including relationships of sides and angles and symmetry (line and/or rotational) and apply this information to solve problems.  **CC.7.G.2** Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.  3.1.5 Compare and describe in writing the relationships (including congruence, equality, scale) between the angles, sides, perimeter and area of congruent and similar geometric shapes.  **CC.7.G.1** Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION – N/A** |
| **GLE’s but not CCSS**  3.1.1 Classify two- and three-dimensional geometric figures based on their properties including relationships of sides and angles and symmetry (line and/or rotational) and apply this information to solve problems.  **CC.5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.  **CC.5.G.4** Classify two-dimensional figures into categories based on their properties: Classify two-dimensional figures in a hierarchy based on properties.  3.1.2 Identify polygons that have line and/or rotational symmetry.  3.1.3 Draw the result of transformations on polygons on coordinate planes including translations, rotations, reflections and dilations (reductions and enlargements).  **CC.6.G.3** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.  **CC.8.G.1** Verify experimentally the properties of rotations, reflections, and translations:  a. Lines are taken to lines, and line segments to line segments of the same length.  b. Angles are taken to angles of the same measure.  c. Parallel lines are taken to parallel lines.  **CC.8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  **CC.8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  3.1.4 Describe the effect of transformations; i.e., position and orientation from the original figure, size; on polygons that have line and/or rotational symmetry.  **CC.8.G.3** Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  **CC.8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.  3.1.5 Compare and describe in writing the relationships (including congruence, equality, scale) between the angles, sides, perimeter and area of congruent and similar geometric shapes.  **CC.8.G.4** Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. |
| **CCSS but not GLE’s – None** |